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ABSTRACT

The development of Napier College of Commerce and Technology in Scotland (a degree granting institution, originally under the auspices of the Council for National Academic Awards, or CNAA) is traced. Through delegated authority and the attainment of fully accredited status the college was given full responsibility for the validation and review of its CNAA-taught courses and a change of name to Napier Polytechnic of Edinburgh. Six sections are as follows: background (development of Napier Polytechnic, award of delegated authority, and fully accredited status); reasons for change (e.g., development of public sector higher education and the Lindop report); procedures for validation and review (original CNAA procedures, via delegated authority to accredited status, and delegation of authority to faculties); safeguards under each scheme (CNAA control, delegated authority, and accredited status); critical appraisal of the change from validation to accreditation (under validation and under accreditation); and bachelor of arts accounting degree: a case study (original submission, course review, and current and future developments). Five appendices are: the government's response to the Lindop report; Napier Polytechnic revised guidelines for the internal scrutiny of courses from September 1989; CNAA committee for business and management skills; board of accreditation of educational courses; and faculty of professional studies: procedure for monitoring course annual reports. Contains 11 references. (SM)

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NAPIER POLYTECHNIC
OF EDINBURGH

EXTERNAL TO INTERNAL VALIDATION
A SCOTTISH EXPERIENCE

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ABSTRACT

EXTERNAL TO INTERNAL VALIDATION - A SCOTTISH EXPERIENCE

This paper traces the development of Napier College of Commerce and Technology, a degree granting institution, originally under the auspices of CNAA (Council for National Academic Awards) through delegated authority and the attainment of fully Accredited status giving the College full responsibility for the valuation and review of its CNAA taught courses and a change of name to Napier Polytechnic of Edinburgh to the present position of proposed Faculty driven review of existing courses.

The procedures are illustrated by a Case Study based on the BA Degree in Accounting.

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EXTERNAL TO INTERNAL VALIDATION - A SCOTTISH EXPERIENCE

1. BACKGROUND

1.1 The Development of Napier Polytechnic

1.1.1 Napier College of Technology

On 7th September 1964 Napier Technical College opened to students. 4,400 day-release students and 2,485 evening students enrolled and the staff consisted of the Principal (Dr Joseph Dunning), Depute Principal, 10 Heads of Departments, 19 Senior Assistants, 94 Assistant Teachers, 300 part-time Teachers and 17 Administrative staff. 73 courses were offered including Scottish Certificate of Education courses at 'O' and 'H' grade, City and Guilds and Higher National Certificate courses. The College was built around the former Merchiston Castle, home of John Napier, inventor of logarithms, who was born in the Tower of Merchiston in 1550. The Tower, restored and refurbished remains the focal point of the Merchiston campus today. In April 1967 the change of name of the College to Napier College of Science and Technology was approved.

1.1.2 Merger with the College of Commerce

In September 1968 the Edinburgh College of Commerce officially opened at Sighthill Court in Edinburgh. A nucleus organisation for the College had been offering a number of courses in the old James Gillespie's High School for Girls since session 1966-67 with student enrolments totalling 1306 day students and 2682 evening students.

By 1970 both Napier College of Science and Technology and the Edinburgh College of Commerce were preparing proposals for Degree courses to be validated by the Council for National Academic Awards (CNAA) and the first of these proposals to be accepted was Napier College's BSc in Science with Industrial Studies which was offered for the first time in Session 1971-72.

Discussions began in 1973 on the amalgamation of the Edinburgh College of Commerce with Napier College of Science and Technology. This amalgamation took place on 1st October 1974 and the new Napier College of Commerce and Technology was born. A College Council was formed and the College adopted a five Faculty structure, namely of Science, Technology, Humanities, Industrial Resources and Management and Business and Professional Studies. This number of Faculties was reduced to four in 1977 with the amalgamation of Industrial Resources and Management and Business and Professional Studies to create the present day Faculty of Professional Studies. The present day BA Accounting Degree was approved in Session 1979-80 and enrolled its first students in September 1980.

1.1.3 Central Institution Status

In the report published by the Scottish Council for Tertiary Education in 1982, it was recommended that local authority colleges whose courses were mainly at an advanced level, which included Napier College with over 90% of its courses at advanced level, should transfer to the Central Institution sector. The Secretary of State for Scotland accepted this report in June 1983 and the change of status became effective from September 1985 with the establishment of a Governing Body fully responsible for the oversight of the institution. Some of the main benefits of this transfer to Central Institution status are the right to manage the College's affairs, its eligibility to receive funding under various Government initiatives and the ability to negotiate directly with the Scottish Office over funding and other issues.

1.1.4 Napier's Role in Higher Education Today

As a Central Institution, Napier has developed to become the largest public sector institution of higher education in Scotland enrolling 5591 full-time equivalent students in 1988 and teaching on six campuses. Napier's status as an Educational establishment has been recognised throughout its development in many ways, the most notable of which have been the official opening of the Queen's Library at Sighthill Court on 2nd July 1984 by Her Majesty The Queen and The Duke of Edinburgh. The award of the OBE to Napier's Depute Principal, Dr K J Anderson in June 1987, the official opening of the Craiglockhart Campus on 3rd September 1987 by the Prime Minister, Mrs Margaret Thatcher and the award of CBE to Principal W Turmeau in June 1989. Its role and achievements in higher education were fully recognised when the Secretary of State for Scotland approved the proposal, subsequently ratified by Parliament, that Napier College of Commerce and Technology should be designated Napier Polytechnic of Edinburgh with effect from 1st November 1988. The new title "Polytechnic" which has international recognition and standing, is expected to benefit student recruitment and research both at home and overseas.

1.2 Award of Delegated Authority

1.2.1 Preparation for Delegation

In July 1985 institutions were invited by CNAA to outline how they proposed their future relationship with CNAA to develop. In the main the responses received by CNAA fell into two distinct groups: institutions who wished to be awarded delegated authority for course validation and review and those who wished some kind of joint validation and review system. In March 1986 Napier declared its intention of applying for delegated authority status and in May 1986 the first successfully College-led validation of a degree course in a Scottish institution was held with the BEng/BEng (Hons) Degree in Technology with Industrial Studies and the Postgraduate Diploma in Information Technology gaining CNAA approval. In October 1986 CNAA published a consultative document

entitled "Quality and Validation - Future Relationships with Institutions" (see Bibliography) which built on the existing proposals for delegated authority and proposed the granting of accredited status to those institutions deemed to have evolved effective arrangements for the monitoring and review of existing courses and for the validation of new course proposals.

Following a period of consultation CNAA published its agreed strategy for the future in February 1987 in a paper entitled "Future Strategy: Principles and Operation" (see Bibliography) which confirmed the Council's intention of awarding delegated authority and accredited status to approved institutions.

1.2.2 CNAA Institutional Review - November 1986

CNAA carried out an Institutional Review on 11th and 12th November 1986 reviewing the progress of Napier in the Quinquennium 1981-86 and considering Napier's application for delegated authority and future accredited status. As a result of this review CNAA re-affirmed its confidence in the College and delegated to the Academic Board, with effect from 1st January 1987, the authority to validate and review taught courses leading to CNAA awards. The College already had a committee structure in place (Table 1) which ensured that every policy and issue of importance and concern to the College was fully discussed at an appropriate level. The Academic Board delegated the responsibility for academic standards of courses and resource requirements to two of these Standing Committees: the Academic Standards Committee and the Academic Planning Committee. A Courses Validations Unit was formally established on 1st April 1987 to support the College's course validation, monitoring and review activities; research and consultancy activities and matters relating to external examiners.

1.3 Fully Accredited Status

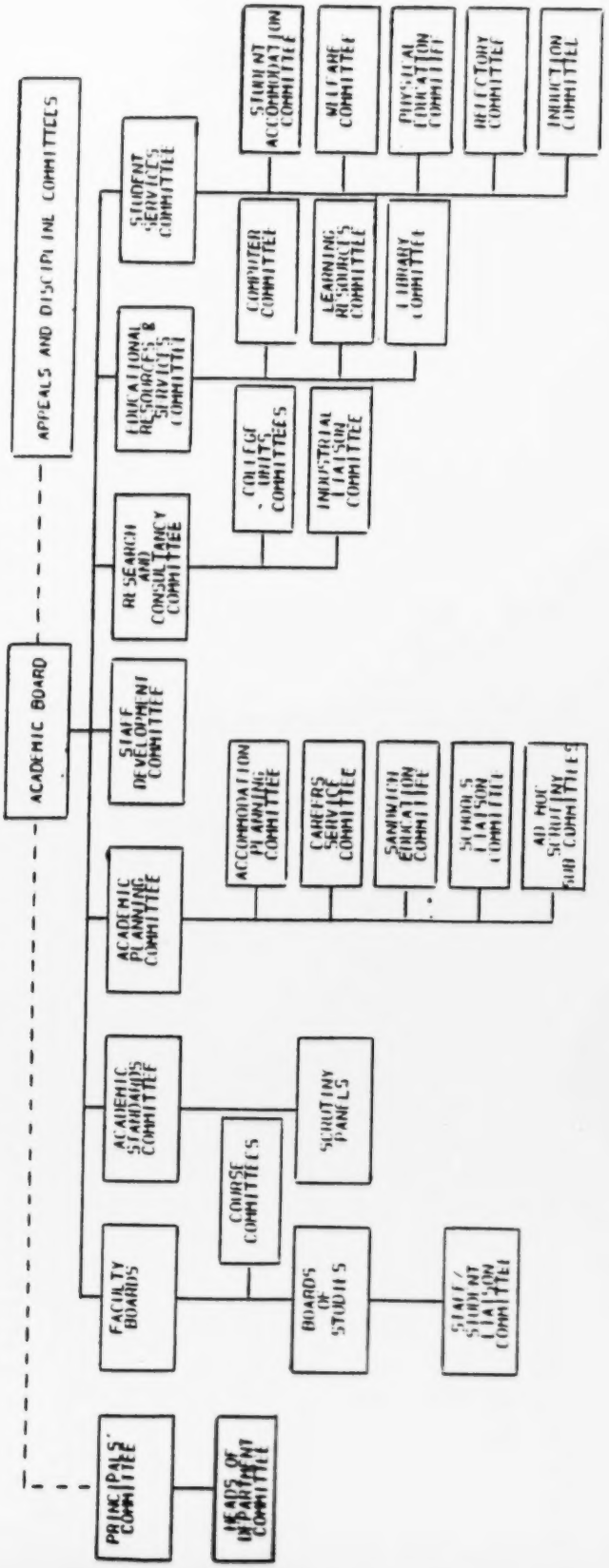
Napier responded to CNAA's agreed "Future Strategy" in relation to quality and validation and its relationship with institutions by applying for fully accredited status between August and December 1987. The application contained full details of the revised procedures for validation, monitoring and review, the revised College committee structure and a critical appraisal of the operation of the validation and review system since the award of delegated authority (see Bibliography).

Following an official signing ceremony in London on 31st March 1988, Napier became the first non-university institution of higher education in Scotland to be granted the power to validate and award degrees in its own name. By granting accredited status, CNAA delegated to Napier the responsibility for maintaining and improving the quality of its taught degree and post-graduate courses.

TABLE 1

NAPIER POLYTECHNIC OF EDINBURGH

THE ACADEMIC BOARD AND ITS SUB-COMMITTEES AS AT NOVEMBER 1986



2. REASONS FOR CHANGE

2.1 Development of Public Sector Higher Education

In the past only universities had the power to award degrees. However, with the increasing need for industrially-related courses in the field of technology in the 1950s, the Government established a National Council for Technological Awards (NCTA) in 1955 with the power to award Honours Degrees to students who had successfully completed approved courses mainly at colleges of advanced technology. This development was expanded following the findings of the Robbins Committee on Higher Education in 1963 and the Council for National Academic Awards (CNAA) was established as a development of the NCTA. However, contrary to the predictions of the Robbins Committee, between 1964 and 1982 the number of first degree students in public sector colleges and polytechnics had increased ten times while those at universities, including the Open University, had merely increased 2½ times. CNAA took the responsibility for assessing the suitability of an institution to run degree level courses and the academic acceptability of the course content.

2.2. Committee of Enquiry into Academic Validation in Public Sector Higher Education

In April 1984 the Secretaries of State for Education and Science for England, for Scotland and for Wales appointed a Committee of Enquiry into Academic Validation in Public Sector Higher Education. The Committee was chaired by Sir Norman Lindop, Principal of the British School of Osteopathy and former Director of Hatfield Polytechnic. One of the members of the Committee was Dr Joseph Dunning, a former Principal of Napier College. The report of this Committee, published in April 1985, became known as the Lindop Report (see Bibliography).

In the main the remit of this Committee was to investigate public sector degree standards and the procedures for their validation with a view to making recommendations that would ensure a uniform standard at Degree level and in Honours classifications throughout the public sector education system and an effective system for the maintenance of these standards. Part of the Committee's report centred on the workings of CNAA in relation to their system for approving and validating taught degree courses.

2.3 The Lindop Report

The Lindop Committee Report praised the achievements of CNAA but identified weaknesses in its procedures and a tendency to an over-bureaucratic approach. The Committee recommended radical changes in validation arrangements arguing that many institutions in the public sector were capable of taking responsibility for their own academic standards. A range of different forms of validation were recommended as was the strengthening of the role of the external examiners and the development of safeguards, other than by validation, to ensure the maintenance of standards. While the Committee welcomed the CNAA's proposals for reforming its validation procedures, it believed that the proposals should have been more far reaching and recommended that appropriate institutions should be given the power to award their own degrees while the remainder continued to be externally validated by CNAA under a new system of delegated authority and accreditation.

2.4 The Government's Response to the Lindop Report

Following many months of deliberation the Government published its response to the Lindop Report on 17th March 1986 (Appendix I). The Government endorsed Option 1 in the Lindop Report and approved CNAA's proposals to allow accredited institutions to validate their own degrees. The Government advised CNAA to become less involved in regular course reviews and more involved in the maintenance of standards and the provision of academic expertise to enable staff in institutions to keep up-to-date with their subjects. The Government deferred a final decision regarding Option 3 which would allow some public sector institutions to award their own degrees.

As a result CNAA developed its proposals for a review of validation and monitoring procedures and finally, in 1987, confirmed its intention of awarding delegated authority and accredited status to approved institutions.

3. PROCEDURES FOR VALIDATION AND REVIEW

3.1 Original CNAA Procedures

When CNAA was established in 1964 it had a controlling Council of 32 members overseeing a range of committees responsible for specific subject areas or particular aspects of CNAA's work. These committees in turn oversaw Boards responsible for specific subject areas.

For an institution to offer a CNAA validated course it had to convince CNAA that it could provide a suitable environment for degree level work, not only in an academic context but also in relation to the accommodation and facilities available. In order to achieve this approval the Institution had to progress through a defined set of procedures and it was under this system that the BA Accounting Degree was first validated on 12th June 1980.

The procedures to be followed began with the preparation of the submission document by the course team and its submission, together with back-up material relating to the status of the Institution itself, to the relevant CNAA subject Board. If the proposal met with the initial approval of this Board, a panel of CNAA members would arrange to visit the institution to discuss the proposal with the senior management and the course team and to view for themselves the facilities available to the students, ie library, computing etc.

The proposal, if successful, would be approved by the visiting CNAA panel, perhaps with conditions attached. Before 1979 CNAA approval was given for a five year period at the end of which the course had to be submitted for revalidation. Following 1979 indefinite approval was given subject to periodic progress review visits, normally every five years, to ensure that the course continued to meet its objectives.

Over and above the validation and review of courses, CNAA carried out quinquennial institutional visits to ensure that the Institution as a whole continued to provide a suitable academic environment for students pursuing CNAA validated courses.

3.2 Via Delegated Authority to Accredited Status

3.2.1 Delegated Authority

In the light of the Council's proposals relating to the delegation of authority to approved institutions, Napier applied for and was granted with effect from 1st January 1987 delegated authority to validate and review taught courses leading to CNAA awards. Under delegated authority, the Academic Board was ultimately responsible for the academic health of its CNAA taught courses and of the Institution as a whole, and the BA Accounting Degree was one of the first Degrees in the Polytechnic to be re-validated under this scheme. The main shift in emphasis was that, whereas before the validation procedures had been CNAA driven, under delegated authority they became Institution driven. Napier utilised its revised Committee structure (Table 2) to devise its own procedures for the validation and review of its taught CNAA courses (Table 3) with CNAA representatives being invited to become members of the final validation panel. In addition the Courses Validation Unit came into being.

Prior to the granting of delegated authority to Napier, an agreement had been reached between CNAA and Mr Michael Wright, Assistant Principal/ Dean of Faculty of Professional Studies, for a Faculty Review to take place on 6th and 7th May 1987. The main reason for requesting a Faculty Review had been the development of a Common First Year for the Faculty's full-time Degrees (BA Accounting, BA Commerce and BA Business Studies). This development increased student flexibility, provided a broader base for each of the degrees and allowed the students to transfer at the end of their first year if they so wished. The purpose of this review was to assess the academic "health" of the Faculty and its suitability in relation to the teaching of its CNAA courses and to validate all courses requiring re-approval. Having entered into an Institutional Agreement with CNAA this event followed the agreed delegated authority procedures and the Faculty's courses under review continued in indefinite approval subject to a progress review visit in 1991-92.

3.2.2 Accredited Status

On achieving "Accredited Status" with effect from 1st April 1988, Napier became fully responsible for maintaining and improving the quality of its taught CNAA courses and was given the power to validate and award degrees in its own name, subject to a CNAA review of accreditation status after not more than seven years. During discussion with CNAA prior to April 1988 and in the light of experience gained in the preceding year, it had become obvious that Napier's procedures for validation and review required to be streamlined. As a result the number of scrutiny and validation events for a new course was reduced to five and the procedures detailed in Table 4 are those in operation today.

TABLE 2

NAPIER POLYTECHNIC OF EDINBURGH

COMMITTEE STRUCTURE AS AT DECEMBER 1987

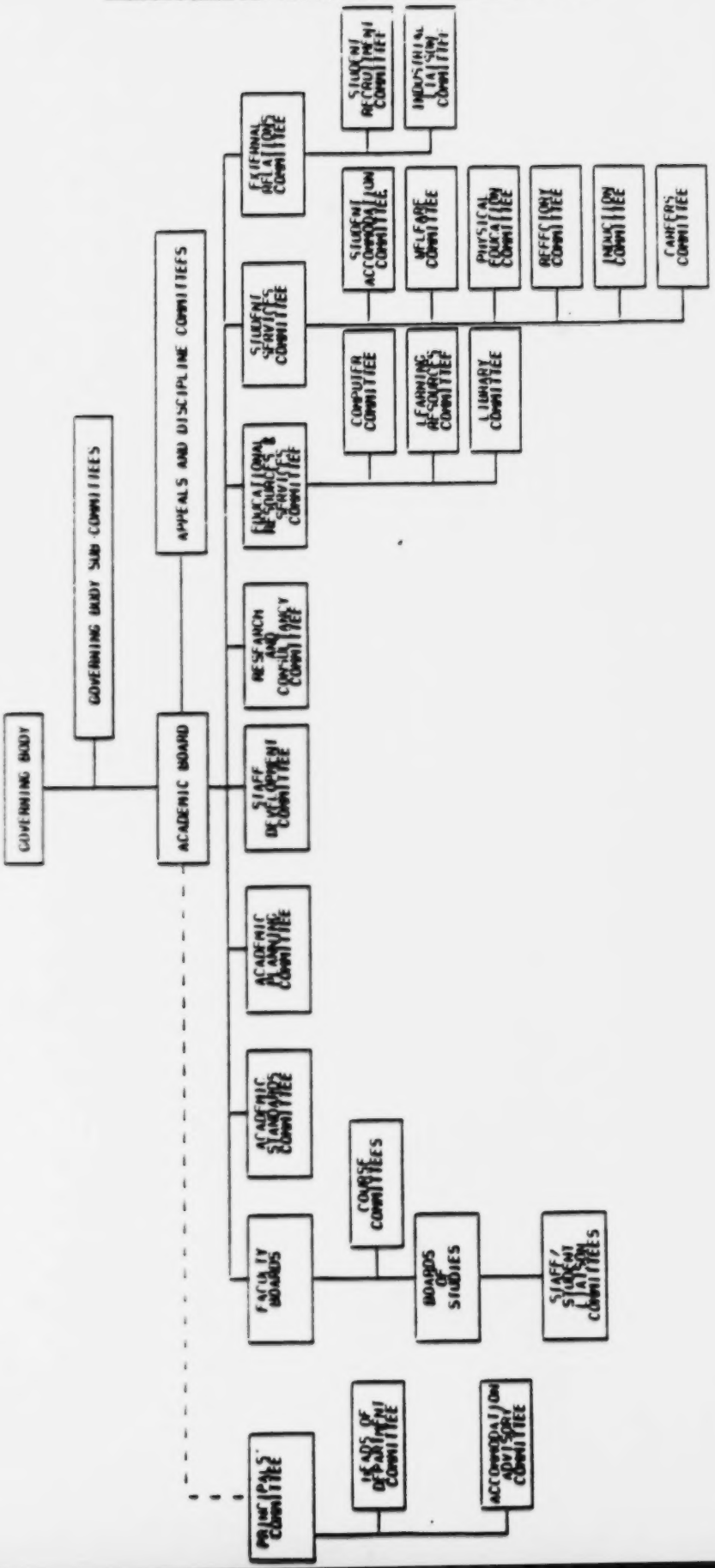


TABLE 3

NAPIER POLYTECHNIC OF EDINBURGH

PROGRESS OF A NEW COURSE SUBMISSION UNDER DELEGATED AUTHORITY

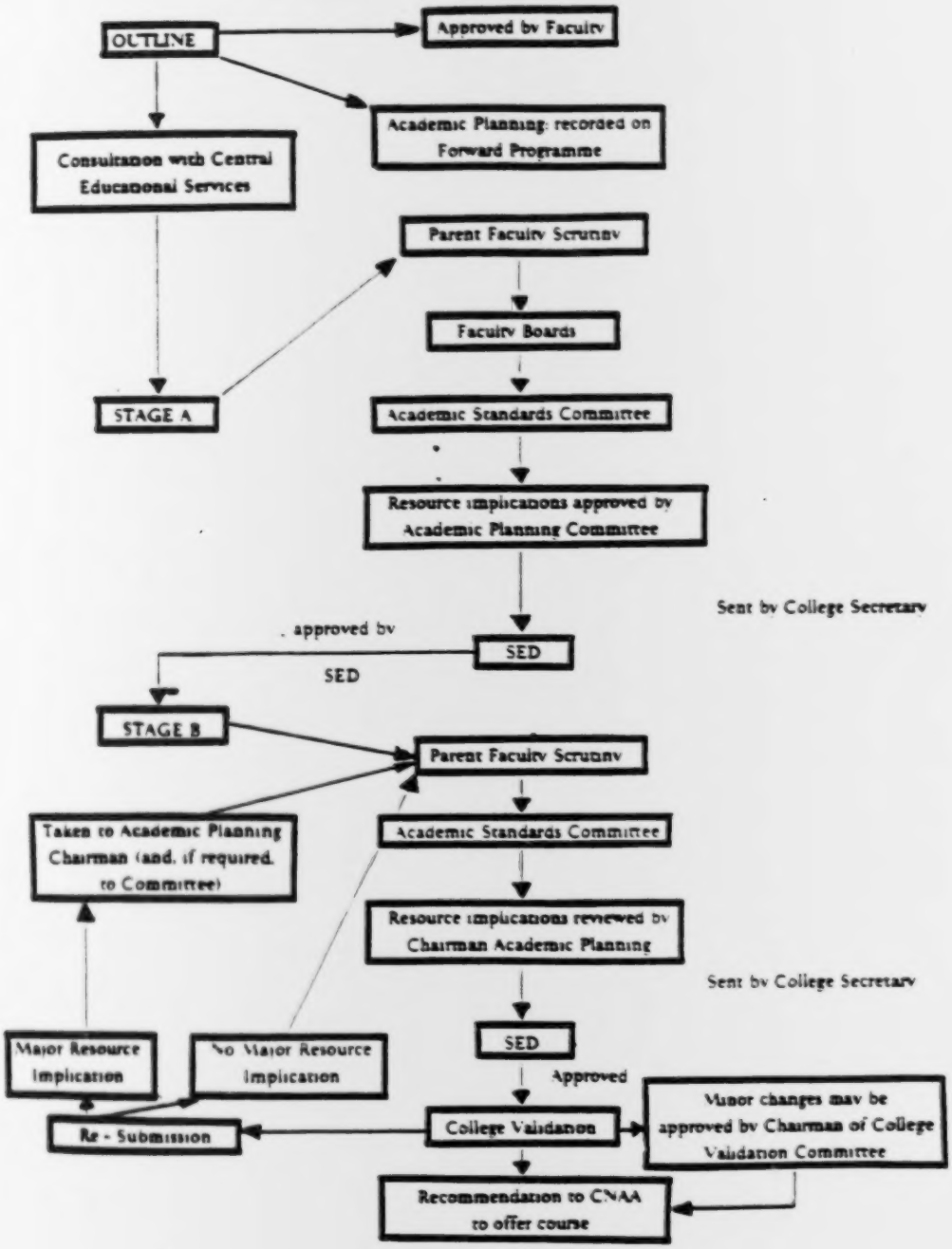
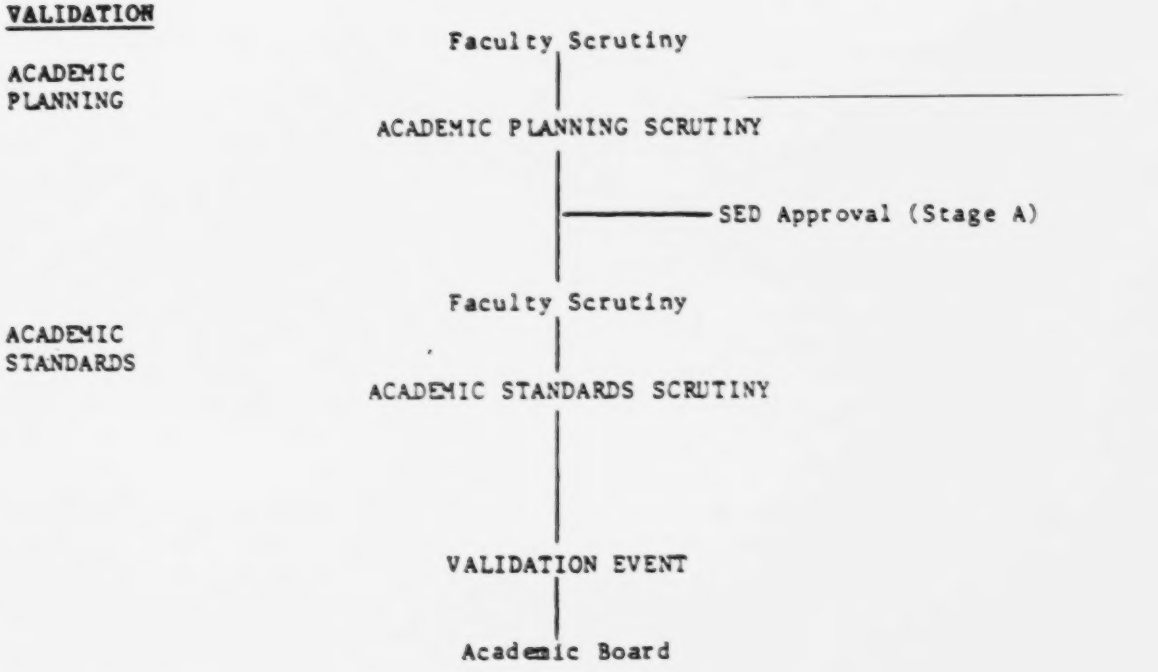


TABLE 4

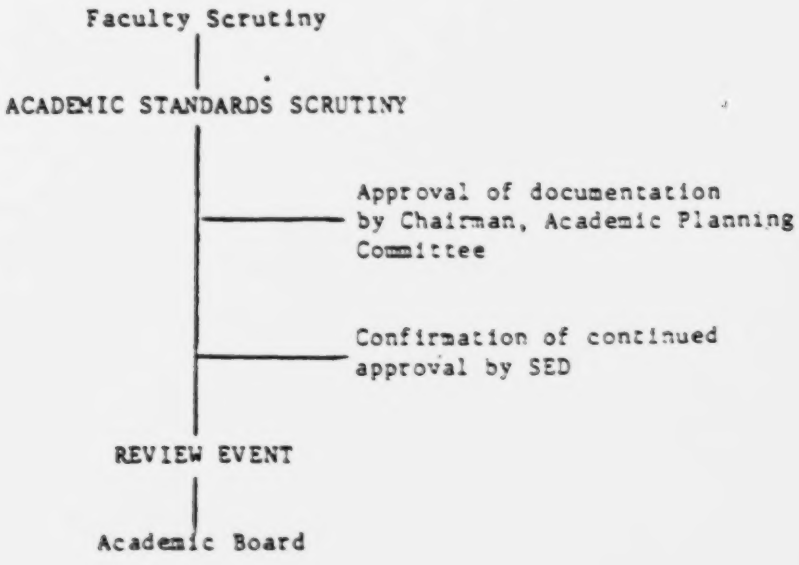
NAPIER POLYTECHNIC OF EDINBURGH

VALIDATION AND REVIEW FLOW CHART

VALIDATION



REVIEW



3.2.3 Delegation of Authority to Faculties

In January 1989, following a year of operation of the validation and review procedures introduced under accredited status, Napier undertook a rationalisation of the Academic Planning and Academic Standards scrutiny procedures leading up to the final validation or review event. During the debate that ensued the Faculty of Professional Studies applied to the Academic Standards Committee for delegated authority for ensuring the academic standards content of review documentation for its existing courses. As a result of this rationalisation it was agreed that each Faculty should take full responsibility for the academic standards content of its existing courses. This responsibility extends not only to CNAA courses but to all taught Polytechnic courses and that ultimately the Dean of Faculty will be responsible for the academic content of all course documentation.

The revised procedures for the validation and review of new and existing courses (Appendix II) will come into effect in September 1989.

4. SAFEGUARDS UNDER EACH SCHEME

4.1 CNAA Control

Under CNAA's validation procedures the ultimate responsibility for the standard of courses lay with the Council. To this end it relied very heavily on the dedication and experience of the members of its committees, subject boards and panels drawn from industry, the professions, universities and the public sector. This gave a new and powerful meaning to the term "peer group review" and it was the responsibility of these members, CNAA officers and appointed external examiners to ensure that comparable standards were maintained throughout the United Kingdom. The standards of courses were monitored via external examiners' reports and the academic health of institutions via quinquennial review visits.

4.2 Delegated Authority

With the advent of delegated authority CNAA maintained a degree of control via its external examiners, representation on the Polytechnic's validation committees and the annual submission to CNAA of the Course Definitive Documents. However, the Polytechnic was now responsible for the validation and review of its taught CNAA courses and continued to use "peer group review" as a major way of ensuring the continuation of comparable standards between courses.

In addition the Faculty of Professional Studies had instituted a formal system for the annual review of course reports whereby a series of meetings was arranged at which course co-ordinators were invited to meet individually with the Annual Report Sub-Committee to discuss the progress of their course, to highlight any identified problems and to evaluate action taken to resolve them.

4.3 Accredited Status

Having achieved accredited status the Polytechnic relies heavily on interdisciplinary peer group review drawing on the expertise available in industry, commerce and education. A very active Academic Standards Committee reviews the Polytechnic's Course Annual Reports paying particular attention to the comments made by external examiners and related action taken by the appropriate course Boards of Studies. All validation and review reports are submitted to the CNAA Head of Documentation and Membership. The procedures initiated by the Faculty of Professional Studies for the annual review of its courses have been adopted by all Faculties in the Institution. The Faculty's Annual Reports Sub-Committee monitors the health of its courses bringing to the attention of the Faculty Board any issues affecting the standards of any course. Specific recommendations made by this sub-committee, and ratified by the Faculty Board, are relayed to the Board of Studies for immediate action. In each annual review reference is made to the course reports, examiners' reports and sub-committees' recommendations of the previous year to ensure continuity and maintenance of standards. The Sub-Committee's findings are submitted to the Polytechnic Academic Standards Committee for consideration.

The Polytechnic is required to submit an annual Statement of Accreditation to CNAA confirming that the powers invested by the Instrument of Accreditation and all validation and review procedures have been properly exercised.

5. CRITICAL APPRAISAL OF THE CHANGE FROM VALIDATION TO ACCREDITATION

5.1 Under Validation

Under the original CNAA validation procedures the responsibility for carrying out those procedures effectively lay with CNAA and to ensure that effectiveness, Council had established an expert administrative organisation backed by a nationwide membership, drawn from a variety of backgrounds, for its committees. Importance was placed on an extensive amount of paperwork to be submitted to Council prior to any validation visit and contact with CNAA was generally limited to one or two discussions, prior to the validation visit, between Council and the representatives of the senior management of the College administration, the parent Faculty and the Department involved.

The "visit" itself normally extended over two days with resource issues being discussed with the Principal and senior management in the first meeting of the event. The decision of the visiting Panel as to whether the course in question had successfully achieved 'validation" was reported to the Principal and his peers at the conclusion of the visit. Amendments to the structure of validated courses were normally not submitted until the next review event.

5.2 Under Accreditation

With accredited status and the devolvement of responsibility to the Polytechnic, it became essential for Napier to set up its own validation and review procedures and to appoint a Courses Validations Unit staffed by experienced administrators responsible for carrying

out all of the functions relating to validation and review previously undertaken by Council. These functions include the timetabling and administering of all validation and review events; hospitality arrangements and the establishment of a database of external representatives who can be called on to sit on the many validation and review meetings.

With the shift in responsibility away from Council, CNAA has concentrated more on ensuring the maintenance of comparable standards nationwide; the important role and responsibilities of external examiners and the necessity for Polytechnic staff to increase their research and consultancy to underpin the courses offered and to provide a base for future developments. As a result the Courses Validations Unit, working with the Academic Standards Committee, monitors and encourages research, and reviews the academic health of the Polytechnic's courses via their course annual reports, external examiners' reports and minutes produced by the course Board of Studies and Examination Boards.

To retain accredited status the Polytechnic must confirm, via an Annual Statement of Accreditation, that the power invested by the Instrument have been properly exercised. Within seven years of bestowing Accredited Status on the institution, Council will carry out a review visit to confirm the continuing accredited status of the Institution.

5.3 Conclusion

Inevitably any major change in responsibility and/or procedures carries some disadvantages to the recipient of those responsibilities. In this case those disadvantages have been mainly financial - additional staffing for the Courses Validations Unit, the hospitality and travel expenses involved in the conduct of validation and review events and the implications for staff of the many meetings involved in the validation and review procedures - not only for the staff involved in the development of the course in question but also for the Polytechnic staff as a whole required to sit on validation and scrutiny panels to assist in peer group review.

However, the advantages have been many. The Polytechnic is now fully responsible for its own courses and can take immediate action to remedy any problems that arise and to alter and amend course structure and content in the light of experience gained as the course progresses. Knowing that an immediate decision can be taken has encouraged staff to initiate warranted improvements at an early stage in a course's development instead of tending to thole the situation until the next course review was due and problems arising from the lack of understanding of the Scottish education system, displayed by some CNAA visiting parties, no longer occur.

External examiners have been encouraged to take a more active role in relation to the development and expansion of courses and find themselves involved in validation and review events throughout the Polytechnic.

Many of the Polytechnic's courses are vocationally biased and Napier, through its many positive contacts with industry and commerce throughout the United Kingdom, has been able to draw on available

expertise to continue the Council's well established practice of peer group review.

The success or future of a course submission no longer hinges on the "performance" of staff during a quinquennial one day visit and they no longer have to wait for the visit to be over for a decision on the fate of their proposal to be relayed to them secondhand. The current series of scrutiny meetings leading to the final validation event gives ample opportunity for the course team to discuss their submission with colleagues in other disciplines and with experts from outwith the Polytechnic, and to draw on their expertise and encouragement to produce at the end of the day not a quality document but a quality course. In addition the course team is given the opportunity to bring to the attention of the Polytechnic management any resource requirements of the proposal and to reach an agreement on the provision of staffing, equipment etc as required.

To its benefit CNAA now has more time to concentrate on the importance of the role of its external examiners, the quality of research carried out within institutions, the maintenance of comparable standards nationwide and the provision of information and advice derived from a central database built up throughout the years. Council now acts as a catalyst in the development of flexible forms of education such as credit transfer and accumulation, modularisation etc and works with institutions to develop an educational system that will be appropriate for the students of the 1990s.

6. BA ACCOUNTING DEGREE - A CASE STUDY

6.1 Original Submission

A progression for Accounting graduates is to one of the professional accounting bodies. This influences the approval process in several ways:

(a) the syllabus in each subject area has to be compiled with the requirements of the accounting profession in mind;

(b) the CNAA visiting party in the first stage of Napier's development had several accountants, (four out of the six of the general members of the visiting party) - see Appendix III.

(c) after approval as a CNAA degree, the BA in Accounting had to undergo two further scrutinies -

(i) by the Board of Accreditation of Educational Courses which approves courses at a Foundation (basic) level for all the major accounting bodies in the United Kingdom - Appendix IV.

(ii) by the various professional bodies to clear what exemptions were to be allowed in respect of graduates holding the BA in Accounting.

With these constraints in mind, the Degree had to be shaped and presented with two very clear objectives:

(a) to satisfy CNAA on academic grounds, and

(b) to gain the maximum exemptions from professional accounting bodies.

6.2 Course Review

By the time the Degree came up for its first review in 1987, the process had changed and the review took place with only one accountant involved in the process. By this time, of course, there were available a number of pieces of evidence such as annual reports (see Appendix V), external examiners' reports and the graduates who had been employed in the accounting profession and other areas since 1983.

In this review, the accounting content was mainly taken for granted and the validating panel concentrated on procedure, selection, assessments and performance of the candidates.

6.3 Current and Future Developments

A paper was presented at the British Accounting Association Annual Conference in Bath in April 1989 by J E McLachlan, one of the joint authors of this paper, on the comparative performance of male and female students in the first six cohorts of the Accounting Degree at Napier (see bibliography).

Currently a proposal for an Honours Degree is being prepared to be submitted through the Polytechnic procedures in Spring 1990.

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APPENDIX 1

GOVERNMENT RESPONSE TO THE LINDOP REPORT

MARCH 1986

DEPARTMENT OF EDUCATION AND SCIENCE
ELIZABETH HOUSE YORK ROAD LONDON SE1 7PH
TELEPHONE 01-934 9000

FROM THE SECRETARY OF STATE

Sir Alastair Pilkington
Chairman
CNAA
344-354 Gray's Inn Road
LONDON WC1X 8BP

March 1986

Dear Alastair,

I enclose a copy of a reply to a Parliamentary Question which I have made today together with the associated statement by the Government in response to the Report of the Lindop Committee.

In relation to the central issue dealt with in this statement,namely the pattern of validation best designed to enhance academic standards in public sector higher education,the Government has broadly endorsed,subject to one important caveat and a number of detailed reservations,the changes proposed by the Council in its response to the Lindop Report.The Government now looks to the Council to proceed as quickly as is practicable to translate the broad principles it has enunciated into changes in practice in the work of the Council and in its relations with institutions.

You will see that the Government has taken no final decision on Option 3 in the Lindop Report (autonomy for some public sector institutions) and does not propose to do so until the CNAA has had an opportunity to put into practice its own proposals along the lines of Lindop's Option 1 in the light of the Government's response to the Report. I have decided to present the position in this fashion because I believe it important not to foreclose the possibility of Option 3 at this stage, given the strength of the arguments in the Lindop Report for greater institutional responsibility for academic standards. It will be desirable for us, once CNAA has had an opportunity to devise its own procedures,to set a date by which the further review of Option 3 should be completed. Meanwhile you will see from the Government's statement that my colleagues and I expect institutions to co-operate fully with the CNAA in taking more responsibility for validation including where appropriate the development of accreditation.A final decision on Option 3 will take into account

the degree to which institutions have in fact collaborated.

One of the aspects in the Lindop Report about which I know you have been most concerned is its recommendation that the Council's finances should be brought under"Ministerial control".As the Government's response indicates, we have concluded that it would not be appropriate to accept that recommendation. On the other hand, while looking to the Council itself to take responsibility for improving the arrangements for the control of its finances and for its management generally, I shall be inviting the Council to consider in association with the Department specific targets for reductions in staffing, recurrent expenditure and financial reserves.

It is important that an organisation which seeks to impose rigour and discipline on other institutions should demonstrate its possession of these attributes in the conduct of its own affairs. I am aware that under your leadership improvements in the Council's management structure and organisation have already been made following recent consultants' reports. I hope that this momentum will be maintained, and further changes introduced as appropriate to support and reflect the changes in the Council's procedures now envisaged. In particular I expect the Council to establish improved arrangements for the forecasting of its income and expenditure, and for its determination of the pattern of fees required to sustain the Council's activities at their appropriate future level, allowing for a reserve no larger than is judged necessary to meet potential future liabilities. The Department will be ready to offer advice and assistance in this, when discussing with the Council specific targets for reducing its staffing,recurrent expenditure and reserves. Meanwhile, I do not propose a move to a more formal system of guidance on the validation fee levels which CNAA may set.

I hope that the Council will feel able to welcome the proposals in this letter as a constructive contribution to the work on which you have already embarked; and that you will ask your officers to engage in early discussion with the Department on the various matters of mutual concern which I have identified. In view of the general interest in the matters covered by this letter I am releasing it to the press alongside the Government statement.

17 MARCH 1986 WRITTEN NO

Mr ( ): To ask the Secretary of State for Education and Science whether the Government has reached a decision on the recommendations of the Lindop report on academic validation of public sector higher education; and if he will make a statement.

SIR KEITH JOSEPH

When the report of the Lindop Committee of Enquiry was published in April 1985 the Government invited comments on its recommendations. The Government has now considered these recommendations in the light of comments received and has reached the following main conclusions.

The Government shares the Committee's view that the most effective safeguard of an institution's academic standards is the existence within it of a strong, cohesive and self-critical academic community. In future the main purpose of external validating arrangements must be to foster the development of such communities.

The Government is not persuaded at present that to achieve its main purpose of maintaining and improving standards certain polytechnics or colleges need to be granted full autonomy in validation with powers to award their own degrees, as the Committee proposed in its Option 3. Instead, the Government welcomes the changes that the Council for National Academic Awards (CNAA) are now making in response to the work of the Lindop Committee - along the lines of the Committee's Option 1. Institutions will be able to seek substantially greater responsibility for validation and review of their courses and, subject to amendment of the CNAA's Charter, authority in certain cases to award degrees in their own names. The Government also welcomes parallel proposals in respect of External Validation by Universities. The Government will watch how these developments progress before coming to a final decision on Option 3.

existing arrangements for validation have, rightly, been criticised for their bureaucracy and excessive reliance on course documentation and for insufficient attention to course delivery and outcomes. The Government welcomes the CNAA's commitment to the simplification of its procedures and looks to the Council to modify its approach generally to meet such criticisms. It also expects institutions to cooperate fully in the adoption of a new approach to validation. Progress in this area on the part of both CNAA and institutions will bear on the Government's final decision on Option 3. The Government does not anticipate that the new arrangements will on balance increase local authority expenditure and they could indeed permit some reduction.

A copy of a paper setting out in greater detail the Government's response to the Lindop report has today been placed in the libraries of both Houses.

DEGREE COURSES IN THE PUBLIC SECTOR: QUALITY AND VALIDATION

THE GOVERNMENT'S RESPONSE TO THE LINDOP REPORT

1. The report of the Committee of Enquiry, chaired by Sir Norman Lindop, into the Academic Validation of Degree Courses in Public Sector Higher Education (Cmnd 9501) was published in April 1985. It proposes significant changes in the way in which validation of public sector degree courses is carried out. The Government is very grateful to the Chairman and members of the Committee of Enquiry for their report and to all those who responded to its invitation to comment on the Committee's recommendations. The responses have now been considered and this paper sets out the Government's conclusions including the action it proposes to take and for which it looks to others.

THE GENERAL PATTERN OF PUBLIC SECTOR VALIDATION

2. The Lindop Committee's report took the view that the needs of different public sector institutions in respect of external validation cannot be satisfactorily accommodated within a single model of validation and that the existing model, based on external validation and review of all courses, in the case of more mature institutions, while having no commensurate impact on standards, wastes resources which could better be used for other purposes. The Government accepts the Committee's view that there should be a range of arrangements, including accreditation of whole institutions or areas of work within institutions, which would reflect differences between institutions and the various degrees of reliance which could be placed on internal validation and review.

3. Of the three options for a future pattern of validation presented in the report, the comments received by the Government generally endorsed the Committee's rejection of Option 2, that of abandoning a national system of external validation and leaving institutions to determine for themselves whether to offer their own degrees or seek validation from another institution. The Government agrees that Option 2 would not offer a sufficient assurance of standards. The other Options discussed by Lindop are Option 1, which envisages a range of validation arrangements under the aegis of CNAA or validating universities, and Option 3, which adds at one end of this range the designation of some public sector institutions with powers to decide for themselves how to validate their courses and to award their own degrees.

4. Since the Lindop Committee reported the CNAA has decided to offer a wider range of validating arrangements than was previously available and proposes to

give institutions where appropriate substantially greater responsibility for validation. This is consistent with Lindop's Option 1 although, in certain cases and subject to amendment of its Charter, the CNAA proposes to go beyond the Lindop Committee's Option 1 proposals for accreditation itself to authorise institutions to award degrees in their own names. The Government welcomes these plans since it shares with the Lindop Committee the view that the most important assurance of an institution's academic standards is the existence of a strong, cohesive and self-critical academic community and that everything possible should be done to encourage the development in all institutions of such a community. Accordingly, it intends to watch carefully the development and implementation of the CNAA's plans in the light of the observations set out in this statement, and it expects institutions to collaborate with CNAA in developing accreditation. Once it has had an opportunity to assess whether the Council has given mature institutions the appropriate degree of responsibility and whether there have been commensurate reductions in paperwork and costs, the Government, at a time to be settled after consultation with the CNAA, will return to consideration of Lindop's Option 3 with a view to reaching a final decision.

5. The Government acknowledges that the circumstances of many institutions with courses validated by a university are such that they may feel less need than institutions with courses validated by the CNAA to enter into substantially revised arrangements for the validation of their courses. It agrees with the report, however, that the principles underlying its recommendations are applicable to all validating arrangements. The Government now looks to the validating universities, as well as to the CNAA, to develop arrangements for external validation which correspond more closely to the range of institutions' needs.

6. The Lindop Committee noted that validating bodies are not the only external agencies whose requirements institutions have to meet in respect of courses. The nature of much educational provision in the public sector is such that the requirements of professional and other bodies make significant demands on those who are concerned with academic validation. The Government believes that the lightening of external academic validation procedures does not provide a reason for increased demands by other agencies whose requirements relate to other aspects of courses.

THE EFFICIENCY AND EFFECTIVENESS OF CNAA VALIDATION

7. The proposed changes in the pattern for external validation will reduce the amount and alter the character of CNAA's work. The Government agrees that there are aspects of its procedures to which attention should be paid. It welcomes the Committee's recommendations for making CNAA validation more effective and intends to contribute through its assessors to the CNAA Council and committees to the work of bringing about the improvements to which they point.

8. The Government will expect the CNAA to attach importance to the principle suggested by the Lindop Committee, namely that

> "institutions should be expected and encouraged to take responsibility for the maintenance and improvement of their own academic standards in so far as they can and wish".

Greater institutional self-responsibility in turn underlines the need within institutions for strong and open lines of management and communication which are well understood and used. These are necessary not only to support staff and students but to enable a constant check to be kept on standards and practices throughout the faculties and departments of an institution. The CNAA now needs to find ways of devolving responsibility while at the same time being able to satisfy itself that an institution's internal management and course review arrangements and the academic standards actually achieved are satisfactory. The following paragraphs give the Government's views on how, broadly, this might be done, with particular reference to the position of "accredited" institutions.

9. The Government sees much value in the Lindop Committee's suggestions for paying more attention to the delivery of courses and, in particular, to the achievements of the students, while maintaining sufficient attention to statements about intended course structure and content. It endorses particularly the recommendation that senior staff in institutions should take opportunities to observe the teaching of colleagues as part of institutions' internal monitoring and that external examiners' reports should always be discussed in a course review.

10. In the case of a number of institutions (in particular, those with only a few courses subject to external validation) CNAA approval and review of courses will continue to apply. Where institutions receive greater responsibility for validation including accredited status, however, the Lindop Committee recommended that subject to certain conditions they should be left free to introduce new courses and operate existing courses as they saw fit. The Government accepts this because it believes that a mature institution should take responsibility for the design and review of its own courses and agrees broadly with the conditions set out in paragraph 9.7 of the report. Much detailed work remains to be done by CNAA and institutions before agreement can be reached on the detailed procedures involved in accreditation (of whole institutions or areas within them). The Government notes with approval, however, that CNAA's current experimental agreements with institutions leave the latter free to determine the size and composition of course approval and review panels subject to a minority being drawn from CNAA committees and boards.

11. The Government recognises that the CNAA itself cannot continuously observe the teaching and learning in an institution whether accredited or not and that much of its effort will continue to be applied to ensuring that the conditions - institutional organisation, staffing, the pattern of course provision, equipment - in which these take place are such that high quality can be developed and sustained. Its approach will appropriately be different with institutions of different character. But, even in the case of accredited institutions, where contact will be less intensive than before, periodic institutional reviews have a part to play. The Government supports the CNAA in differing from the Lindop Committee's view that institutions should no longer be obliged to undergo such reviews, which allow discussion of ways in which academic standards within institutions may best be maintained. The CNAA must be able to assure itself that institutional management has the means to keep in constant touch with standards and practices throughout the institution and, when necessary, can take firm action to ensure that the institution deals with any lapses in academic standards. In the last resort, for accredited institutions, the sanction for failure to take such action when required may be withdrawal of accredited status.

12. The Government wholeheartedly shares the report's insistence on the need for the CNAA to clarify and reduce to a minimum its requirements for documentation from institutions and to set an example by its internal paperwork. The CNAA must both act so as to avoid unnecessary work by institutions and make every effort to deal with the problem identified by the Lindop Committee of inconsistency and lack of coordination within its own operations. The Government welcomes the Council's commitment to simplifying its own procedures and hopes that it will give sustained attention to these matters. The CNAA should also attend to a number of other issues identified by the Lindop Committee, such as the need for all CNAA groups involved with Scottish institutions to be familiar with the Scottish Education system.

13. Finally, as a general point, the Government accepts the Committee's view that the rigour associated with the formality which characterised CNAA's procedures in the early stages of the development of degree courses in the public sector undoubtedly aided that development; however, with no sacrifice of rigour, the CNAA now can and should adopt a more collaborative and less formal style of operation. The success of its work, particularly in the case of accredited institutions, will depend largely on the establishment of mutual trust between the Council and the institution.

UNIVERSITY VALIDATION OF PUBLIC SECTOR DEGREE COURSES

14. The Government welcomes and accepts the Committee's analysis of the validation

of public sector degree courses by universities. The strengths of university validation - its flexibility and the possibilities it offers for constructive transbinary cooperation and for university involvement in the delivery of a course - are acknowledged. However it was the view of the Committee that some universities demand too little of students in the colleges whose courses they validate. The Government shares the Committee's belief in the importance of ensuring that all degree courses conform to a minimum standard. The Committee of Vice-Chancellors and Principals (CVCP) has said that it has no evidence to suggest university validation of public sector colleges lacks vigour or challenge. The Government would not expect universities to tolerate standards among students in validated institutions which they would not tolerate from their own. This issue, together with the Committee's specific recommendations in respect of the coordination of university validation and its proposals for a Code of Practice, is one of the matters which the Government plans to discuss further with the CVCP, with the aim of determining how good practice by validating universities might best be promoted and extended more generally.

EXTERNAL EXAMINERS

15. The external moderation of examinations plays a significant part in maintaining and establishing the comparability of academic standards in higher education. The Government believes that course reviews could make more use of the knowledge of external examiners, provided they operate within a well-defined framework established by the validating body. It looks to the validating bodies to keep under close review arrangements for the selection of external examiners and to enable them to become familiar with standards across the field of their particular discipline; and to ensure that procedures for handling and following up examiners' reports are clearly understood. Subject to one point, it endorses the Committee's proposals for improving the system of external examiners in Public Sector Higher Education, and welcomes the work of the CVCP in this field in relation to universities. It welcomes too the CVCP's assurance that it will be considering the merits of the report's recommendation that there should be greater interchange of examiners between the sectors.

16. Not all those who have commented on the report support its recommendation that the role of external examiner should include that of a consultant for the development of courses. A number doubted whether examiners would be willing to extend their role in this way and expressed anxiety that it would compromise the objectivity of examiners thus impairing the exercise of their basic functions. The Government, in association with the CNAA is funding a research project designed to explore the operation of the external examiner system with a view to disseminating best practice. While it sympathises with the Lindop Committee's recommendation,

the Government believes that it would be appropriate to defer any attempt to come to a firm view on it until there has been more debate on the issue and until the research project is complete.

OTHER SAFEGUARDS

17. The Government welcomes the consideration given by the Committee to the factors other than the structure and content of courses which contribute to the quality of higher education. All its recommendations are concerned with practices which are already a feature of some institutions or with areas in which some are already and naturally vigilant. What is required is for current good practice to be consolidated and consistently applied.

18. Particularly welcome is the importance attached to the quality of institutions' academic staff. Chapter 6 of the Government's Green Paper, "The Development of Higher Education into the 1990s" (Cmnd 9524), recognises not only the direct effect of the ability of staff as teachers on quality but also the indirect effect of their ability as managers to ensure that the institutional setting is conducive to the achievement of the highest standards. The Government shares the Committee's view of the benefits flowing from the involvement of external assessors in the appointment and promotion of staff, and agrees that appointment and promotion panels at all levels should contain appropriate external representation where they do not do so already.

19. The Committee's recommendations as to how institutions can ensure that the ability of students accepted on degree courses is consistent with the demands made by the course and the standard required to be awarded a degree have provoked much comment. Many respondents felt that the Committee was too cautious over the admission of students lacking the usual minimum formal requirements for entry. The Government has accepted in Cmnd 9524 (paragraph 3.2) that higher education should be available to those who lack formal qualifications but can benefit from it. While it is the case that within higher education that which is of acceptable quality constitutes a range rather than a single standard, the Government believes that all degrees awarded should fall within a broadly comparable range of achievement commensurate with successful work at the higher education level. As set out in Cmnd 9524 (paragraph 6.9) "Anything less would be unfair to the aspiring student, to the institution involved, to the other students and to the taxpayer." Care therefore needs to be taken in assessing for entry to higher education candidates who are not conventionally qualified, and in any arrangements designed to facilitate their access to higher education.

20. The majority of public sector institutions in England and Wales are maintained by local education authorities. The Government recognises that from time to time tensions will arise between LEAs and particular institutions and notes that the National Advisory Body (NAB) is due to cover the issue of institutions' relationships with their maintaining LEAs as part of its study of good management practice. In addition the Government looks to the CNAA to draw its attention to any problem arising from inappropriate external intervention in curricular matters and academic appointments.

THE FUNDING OF VALIDATION

21. Although the Committee undertook no detailed study of the costs of validation and the financial implications of its proposals, it stated its belief that, if its proposals were implemented, institutions would incur additional expenditure because they would need to do for themselves some things now done for them by others. The Government has noted the Committee's views and will be discussing them with those concerned, notably the CNAA. However, it may be reasonable to hold that lightening external validation procedures will lead to savings in institutions as well as in validating bodies. The new arrangements for validation and examining should not result, therefore, in net additional costs falling permanently on institutional budgets.

22. The Government believes, however, that giving institutions a greater degree of responsibility for validation will entail a significant reduction in the resources required to support the CNAA. The cost of the latter falls in the main on local authorities as part of their support for students eligible for mandatory awards. There should therefore be no net increase in local authority expenditure as a result of the new arrangements, and possibly some reduction. The Government expects the Council to scrutinize the level of its staffing and expenditure closely with a view to effecting savings and to set its fees at levels designed to avoid accumulation or maintenance of a surplus beyond that needed for contingencies. The Government does not at present consider that it is appropriate to bring the financing of the CNAA "under Ministerial control" as the report recommends, but the Department of Education and Science will discuss with the Council specific targets for reducing its staffing, recurrent expenditure and reserves.

CONCLUSION

23. The Government is convinced of the need for radical change and looks to all those concerned to ensure that the report's recommendations endorsed in this statement are quickly and effectively implemented. In reviewing the matter prior to taking a final decision about Option 3 it will look for evidence that

a. mature institutions have been encouraged to take the appropriate degree of responsibility for the design of their courses and the maintenance of quality

b. institutions which are already sufficiently mature, and wish to take greater responsibility for validation and the award of degrees, have collaborated fully in developing appropriate arrangements

c. there has been a substantial reduction in the central costs of validation, including the costs of paperwork and time spent by all concerned with meetings and visits

d. profitless duplication between the activities of validating and professional bodies and the domestic arrangements of institutions has been eliminated.

APPENDIX 11

NAPIER POLYTECHNIC OF EDINBURGH

ACADEMIC PLANNING COMMITTEE

REVISED GUIDELINES FOR THE INTERNAL SCRUTINY OF NEW COURSES FROM SEPTEMBER 1989

1. SUMMARY OF PROCEDURE

1.1 Prior to the scrutiny of a new course by Academic Planning Committee, the Course Team prepares a brief document (precis) for approval by the parent Faculty Board. The Academic Planning Committee is then responsible for considering the documentation, to ensure that the proposed course is compatible with the Polytechnic's academic planning within the corporate plan and that it can be adequately resourced. When these procedures are complete, appropriate documentation is forwarded to the Scottish Education Department for their approval.

1.2 The documentation should consist of the precis accompanied by a completed course specification proforma (CSP). The precis should include a brief description of the form and content of the course. Evidence of employer-led demand should be included. The CSP standardises information provided mainly in relation to resources.

1.3 When confirmation of approval by the Scottish Education Department is received, the course proceeds to Scrutiny by a joint Academic Standards/Faculty Scrutiny Panel, and after approval of the documentation by the Chairman of the Scrutiny Panel and the Chairman of the Academic Standards Committee, to Validation.

2. MEMBERSHIP OF ACADEMIC PLANNING SCRUTINY PANEL

An Academic Planning Scrutiny Panel will normally have the following membership:

- Chairman of the Academic Planning Committee (or her/his nominee), as Chairman;
- one member of each Faculty drawn from members of the Academic Planning Committee;
- one member of the Central Education Services drawn from members of the Academic Planning Committee.

The Dean of the parent Faculty, the Head of the parent Department, the Course Co-ordinator designate and up to 3 other representatives of the Course Team will be invited to the meeting.

3. RESPONSIBILITIES OF THE ACADEMIC PLANNING SCRUTINY PANEL : NEW COURSE

3.1 To ensure that the course is compatible with the Polytechnic's academic planning within the corporate plan (as stated in the current Academic Plan);

3.2 To ensure that the resources requested can be met progressively and timeously, and without threat to other courses in the Polytechnic. Particular attention will also be paid to support services including Library, Learning Resources and Computing, and to the impact on student services and facilities.

3.3 To establish a realistic time-scale for the course proposal.

3.4 To ensure that the documentation meets the minimum content specified by the Scottish Education Department and that there is a proper statement of:

how the course complements or differs from existing provisions in this field including evidence of demand and of employment prospects;

the qualifications to be awarded;

the anticipated intake;

reference to the known views of any professional institution with a direct interest;

resource implications for staffing, accommodation and equipment;

the management team proposed for the course;

3.5 To ensure that the Faculty has given due consideration to the statements provided on:

the rationale for the course and its aims and objectives.

an outline of the structure of the course and the main areas of content.

3.6 To indicate to the Course Team the modifications which require to be made to the documentation before it is submitted to the Scottish Education Department.

NAPIER POLYTECHNIC OF EDINBURGH

ACADEMIC STANDARDS COMMITTEE

REVISED GUIDELINES FOR THE INTERNAL SCRUTINY OF COURSES FROM SEPTEMBER 1989

1. NEW COURSES

1.1 SUMMARY OF PROCEDURE

1.1.1 For a new course, the Course Team prepares a brief document (precis), which must satisfy the parent Faculty Board and Academic Planning Committee that the course is compatible with the Polytechnic's Academic Planning within the corporate plan and that it can be adequately resourced. When these procedures are complete, appropriate documentation is forwarded to the Scottish Education Department for their approval.

1.1.2 The documentation should consist of the precis accompanied by a completed course specification proforma (CSP). The precis should include a brief description of the form and content of the course. Evidence of employer-led demand should be included. The CSP standardises information provided mainly in relation to resources.

1.1.3 When confirmation of approval by the Scottish Education Department is received, the Course Team develops a fully documented proposal for scrutiny by a joint Academic Standards/Faculty Scrutiny Panel, and validation and the following procedure is implemented:

Approval of Course Documentation by the appropriate Dean of Faculty
JOINT ACADEMIC STANDARDS/FACULTY SCRUTINY (paras 1.2 & 1.3)
Approval of Documentation by the Chairman of the Scrutiny Panel & Chairman of the Academic Standards Committee (para 1.4)
VALIDATION EVENT (para 1.4)
Confirmation of Outcome by Academic Standards Committee and Academic Board

1.2 MEMBERSHIP OF JOINT ACADEMIC STANDARDS/FACULTY SCRUTINY PANEL

Joint Academic Standards/Faculty Scrutiny Panel will normally have the following membership:

- Chairman of the Academic Standards Committee (or her/his nominee), as Chairman;
- one member nominated by the Chairman of the Academic Standards Committee;
- one member of the Faculty, nominated by the Dean of Faculty;
- External Assessor(s) (normally one) nominated by the Chairman of the Academic Standards Committee.

The Course Co-ordinator designate, and 3 other representatives of the Course Team will be invited to meet the Scrutiny Panel. The Dean of the parent Faculty and the Head of the parent Department will be invited to attend.

1.3 RESPONSIBILITIES OF THE JOINT ACADEMIC STANDARDS/FACULTY SCRUTINY PANEL : NEW COURSES

1.3.1 To assist key members of the Course Team by ensuring that the proposed course meets the requirements of the Academic Board and conforms with Polytechnic and/or CNAA regulations and that the documentation is of the correct quality and clarity.

1.3.2 To indicate the modifications which should to be made to the documentation before it is submitted for validation.

1.3.3 Where the modifications are of a substantial nature, to decide whether the course should be reconsidered by the Panel, before it proceeds to validation.

1.4 VALIDATION

When the modifications have been carried out and approved by the Chairman of the Scrutiny Panel and Chairman of Academic Standards Committee, a validation event is arranged.

2. EXISTING COURSES

2.1 SUMMARY OF PROCEDURE

2.1.1 A CNAA course in indefinite approval will normally be required to undergo a formal review not less frequently than once every five to seven years. A course not yet in indefinite approval will be reviewed by the date specified by the Academic Board.

2.1.2 Courses leading to Polytechnic awards will normally be subject to the same review procedures as CNAA courses. Courses validated and/or examined by other external bodies will be subject to the requirements of those bodies.

2.1.3 A review will normally be conducted in accordance with the following procedure:

Approval of Course Documentation by appropriate Dean of Faculty
FACULTY SCRUTINY (paras 2.2 & 2.3)
Approval of Documentation by Chairman of Scrutiny Panel & Chairman of Academic Standards Committee (para 2.4)
Approval of Documentation by Chairman of Academic Planning Committee (para 2.4)
Confirmation of Continued Approval by Scottish Education Department (para 2.4 & 2.5)
REVIEW EVENT (para 2.6)
Confirmation of Outcome by Academic Standards Committee and Academic Board

2.2 MEMBERSHIP OF FACULTY SCRUTINY PANEL

A Faculty Scrutiny Panel will normally have the following membership:

- Dean of Faculty (or her/his nominee) as Chairman;
- one member from the Faculty, nominated by the Dean of Faculty;
- Chairman of Academic Standards Scrutiny (or her/his nominee) plus one other member from the Committee, nominated by the Chairman of the Academic Standards Committee as appropriate;
- External Assessor(s) (normally one) nominated by the Dean of Faculty.

The Course Co-ordinator and three other representatives of the Course Team will be invited to meet the Scrutiny Panel. The Head of Department will be invited to attend.

2.3 RESPONSIBILITIES OF THE FACULTY SCRUTINY PANEL FOR EXISTING COURSES

2.3.1 To assist key members of the Course Team by checking that the document displays that an effective appraisal of the course has been carried out; that the course continues to meet its defined aims and objectives; and that the document is of an acceptable standard and conforms to current Polytechnic and CNAA regulations.

2.3.2 To indicate the modifications which should be made to the documentation before the course is submitted to the Scottish Education Department and for review.

3.3.3 Where the modifications required are of a substantial nature, to decide whether the course should be reconsidered by the Panel, before it proceeds to review.

2.4 SCOTTISH EDUCATION DEPARTMENT APPROVAL

When the Chairman of the Scrutiny Panel and the Chairman of the Academic Standards Committee are satisfied that all the requirements of the Scrutiny Panel have been satisfactorily met, the Chairman of Academic Planning Committee examines the resource statements in the documentation and takes any necessary action. Appropriate documentation is then forwarded to the Scottish Education Department, for confirmation of continued approval.

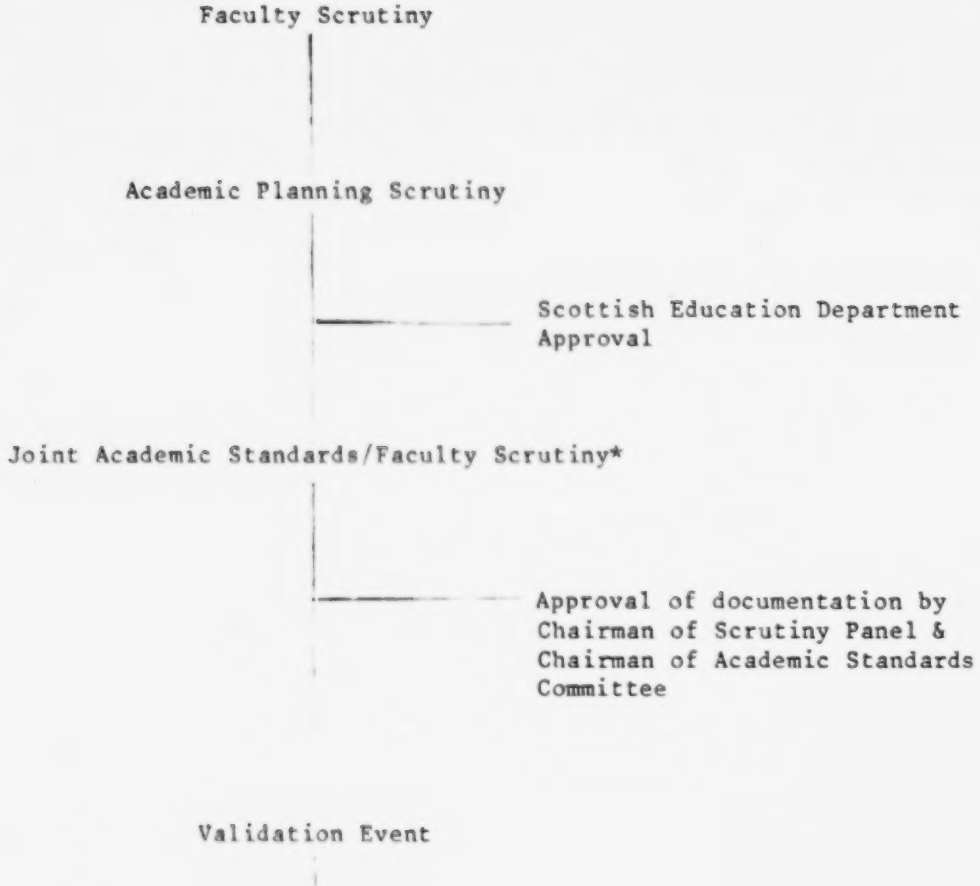
2.5 The documentation should consist of a brief statement giving reasons for change together with a completed course specification proforma (CSP). This would apply to changes in the diet of subjects or options or significant changes in format.

2.6 REVIEW

When the procedures outlined in paragraph 2.4 have been carried out and the Scottish Education Department confirms its continued approval of the course, a review event is arranged.

NAPIER POLYTECHNIC OF EDINBURGH

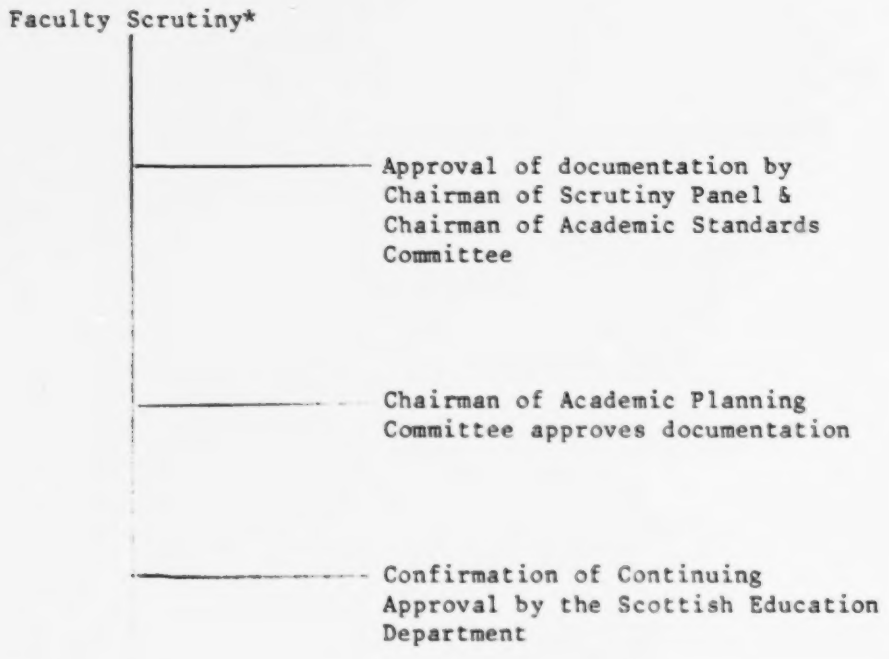
VALIDATION FLOWCHART
(For New Courses)
FROM SEPTEMBER 1989


Faculty Scrutiny
Academic Planning Scrutiny
Scottish Education Department Approval
Joint Academic Standards/Faculty Scrutiny*
Approval of documentation by Chairman of Scrutiny Panel & Chairman of Academic Standards Committee
Validation Event
Report to Academic Standards Committee
Report to Academic Board

*Prior to joint Academic Standards/Faculty Scrutiny, the course documentation must be approved by the appropriate Dean of Faculty.

NAPIER POLYTECHNIC OF EDINBURGH

REVIEW FLOWCHART
(For Existing Courses)
FROM SEPTEMBER 1989


Faculty Scrutiny*
Approval of documentation by Chairman of Scrutiny Panel & Chairman of Academic Standards Committee
Chairman of Academic Planning Committee approves documentation
Confirmation of Continuing Approval by the Scottish Education Department
Review Event
Report to Academic Standards Committee
Report to Academic Board

*Prior to Faculty Scrutiny, the course documentation must be approved by the appropriate Dean of Faculty.

APPENDIX III

COUNCIL FOR NATIONAL ACADEMIC AWARDS

COMMITTEE FOR BUSINESS AND MANAGEMENT STUDIES

UNDERGRADUATE COURSES BOARD

ACCOUNTING AND FINANCE BOARD

NAPIER COLLEGE OF COMMERCE AND TECHNOLOGY

BA Accounting

REPORT OF A VISIT HELD ON 12 JUNE 1980

Mr R B Brockington	(Chairman)	Accountant
Mr J Baggot		Accountant
Mr M J Salmon		Economist
Mr R B Templeman		Lawyer
Professor D P Tweedie		Accountant
Mr R W Wallis		Accountant
Mr G T Brand]	Undergraduate Courses Board	
Mr E F McKenna]		
Professor K Alan-Smith]		
Mr F M Bond]	CNAA Staff	
Mrs C Campbell]		

APPENDIX IV

Board of Accreditation of Educational Courses

Members in 1980

Institute of Chartered Accountants in England and Wales
Chartered Association of Certified Accountants
Chartered Institute of Management Accountants
Chartered Institute of Public Finance and Accountancy
(Liaison with Institute of Chartered Accountants in Ireland)
The Institute of Chartered Accountants of Scotland had observer status and joined as a full member in 1988.

APPENDIX V

NAPIER POLYTECHNIC

FACULTY OF PROFESSIONAL STUDIES

PROCEDURE FOR MONITORING COURSE ANNUAL REPORTS

The Faculty of Professional Studies has established a Sub-Committee of the Faculty Board to be responsible for scrutinising the Faculty's course Annual Reports.

A series of meetings are held each autumn to which Course Co-Ordinators are invited on an individual basis to spend 15-20 minutes with the Sub-Committee to discuss the performance of their course in the preceeding year and the way forward in the future. The members of the Sub-Committee have before them, for reference and for continuity purposes, the previous year's annual reports, the recommendations made by them the previous year and the External Examiner6 ' Reports for the year under scrutiny.

Minutes of these meetings, together with recommendations, are submitted to the Faculty Board for discussion and extracts of these minutes, specific to individual courses, are submitted to the appropriate Course Co-Ordinators and Boards of Studies. Where amendments or additional information have been requested by the Sub-Committee, this is submitted by the appropriate Course Co-Ordinator, via his/her Board of Studies to the Sub-Committee, or the Chairman of the Sub-Committee, for approval.

On completion of the Annual Report Review Procedure, the Sub-Committee submits its own annual report to the Faculty Board highlighting problem areas, in many cases common to several courses, trends emerging and difficulties foreseen, and makes its own recommendations on specific action to be taken in the Faculty to ensure the continuing good health of its courses and satisfaction of its staff.

VIVIENNE WOOD
Administrative Assistant

17 May 1989